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ABSTRACT

The guide is intended to assist disabled students, their families, and professionals working with them to become familiar with the variety of adult services available and to create a systematic plan for transition from school to adult life. The first section considers the logistics of transition planning and includes a description of the planning team, issues to be addressed about transition and quality of life, and timelines involved in planning. The section on the individual student profile notes areas to be addressed in transition planning, preparing for a transition planning meeting, and workshop attendance. A transition planning log is provided which tracks needed services by timelines for actions, persons responsible, and periodic review. The major portion of the document lists resources (many in Minnesota) organized into the following categories: agencies providing information and advocacy; the county human services case manager system; residential services; adult vocational/habilitation services; the Division of Rehabilitation services; guardianship; recreation and leisure opportunities; respite care; selective service registration; social security; supplemental security income, and transportation. A glossary of 23 terms or acronyms is also provided. (DB)

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TRANSITION PLANNING GUIDE

Northeast Metropolitan Intermediate School District 916

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TRANSITION PLANNING GUIDE

FROM SCHOOL TO ADULT LIFE

NORTHEAST METROPOLITAN INTERMEDIATE SCHOOL DISTRICT 916

Prepared by Sandra Jespersen Thompson
January, 1988

With grateful acknowledgment to:

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TRANSITION PLANNING GUIDE
INTRODUCTION

Transition has been paired with the phrase "From school to what?" (Wilcox and Bellamy, 1982). In their book that describes the design of secondary high school programs, transition is defined as follows:

"Transition is literally passage from one condition or place to another. For adolescents with severe handicaps... more explicit and extensive transition planning is necessary to bridge the gap between school experience and adult life...The objective of transition is to arrange for those opportunities and services that will support successful adult living... Transition from school to adult life is an individualized process in which the best available or locally possible alternative is sought for each student."

Preparation for students with developmental disabilities for living and building a future in the community has received much national attention. Since society's perceptions have created barriers for persons with handicaps, we must join forces to create opportunities for individuals to lead productive lives. When a student leaves the educational system s/he encounters a complex array of service options and resources available, each with unique roles, services, funding sources, and eligibility requirements. A need for a collaborative, readily accessible system is obvious.

The purpose of sharing information on transition is to provide a foundation for its concept and to provide service providers and families with information that will facilitate the planning and improvement of services. The overall goal should be to provide meaningful activities that will enhance the quality of life for individuals with developmental disabilities. A substantial amount of research shows that such persons are capable of performing meaningful work, yet nearly eight percent of the yearly gross national product is spent on disability programs that largely support dependence (Will, 1984). Though there is a wealth of information on technology and vocational options for even severely handicapped individuals, cumbersome service delivery systems often preclude their adoption.

This guide has been prepared to assist students with disabilities, their families, and the professionals who work together with them to become familiar with the variety of adult support services available and to create a systematic plan for transition from school to quality, integrated adult lives. The guide is to be used from the time transition goals are included in a student's IEP at age 14 to the time they graduate at age 21. Parts of the guide may also assist persons with disabilities throughout their adult lives.

The guide should not be considered to be all-inclusive. An attempt has been made to address many critical issues but it must be understood that each individual may have other issues that are critical in the transition process.

USER'S GUIDE

Following is a description of the suggested use of the Transition Planning Guide. Homeroom teachers and students/parents/caregivers should keep the information included in the guide up-to-date and make sure it is passed on as students move from teacher to teacher and school to school. The guide should be filled in at each school staffing and issues discussed among students, their families, school staff, and service providers. Additional and updated resources and information will be collected and distributed at school staffings.

I. The Transition Process: This section presents the logistics of transition planning and includes a description of the planning team, issues to be addressed about transition and quality of life, and timelines involved in planning.

II. Individual Student Profile: This is the section which must be kept up-to-date by the student's family and homeroom teacher. It includes a list of issues to address throughout the transition years, a transition planning log and a profile of information about the student.

III. Resources: This section includes information about many adult services, including the following:

A. Agencies Which Provide Information and Advocacy
B. County Human Services Case Manager
C. Residential Services
D. Adult Vocational/Habilitation Services
E. Division of Rehabilitation Services
F. Guardianship
G. Recreation and Leisure Opportunities
H. Respite Care
I. Selective Service Registration
J. Social Security Number
K. Supplemental Security Income (SSI)
L. Transportation
M. Glossary of Terms and Acronyms

THE TRANSITION PROCESS

When a student reaches age 14, it is important to begin to look closely at the implications a student's skills and objectives have on his/her adult life, particularly in terms of employment and participation in the community (ie. living arrangements, and social/recreational activities). The process which is designed to help students with disabilities move from school to a quality adult life is called the Transition Process. The State of Minnesota has mandated that Transition Goals and Objectives be included in each student's IEP beginning in 9th grade or at age 14.

THE PLANNING TEAM

When a student is identified as being in need of Special Education services, an IEP (Individual Education Plan) is developed and reviewed each year by the student's family, teachers and support staff (ie. speech clinician, occupational therapist). This group of people is called the student's IEP planning team. As students progress through their secondary school years, this IEP planning team expands to include the student and personnel from adult service agencies who will form a new, broad based support system for the student after leaving public school. Parents continue to have the greatest interest in and responsibility for decision making regarding their child's education and future. Members of the IEP planning team provide parents with information and guidance in the decision making process and help coordinate transition activities. During a student's final school years this team may include, but is not limited to, the student, family members, homeroom teacher, support staff, work experience coordinator, work trainer/job coach, county case manager, DRS (Division of Rehabilitation Services) counselor, residential provider, and adult vocational/habilitation service provider.

TIMELINES

Transition to adult life is an ongoing process that begins when students enter school. It is formalized during the secondary school years and intensifies in the final school years. Many transition activities are designed to support the student's skills as they relate to his/her participation in the community as an adult. These occur on a timeline dictated by the student's IEP. Other transition activities, such as applying for SSI (Supplemental Security Income), occur according to a timeline dictated by the student's age and the number of years left in public school.

QUALITY OF LIFE

When addressing "Quality of Life" issues for students with developmental disabilities, parents and professionals should consider what constitutes a quality life for them, and then compare it with the life being planned with/for the student. Never forget that EVERYONE has preferences...

To assist you in this process, think about the questions below as they relate to your life and then to the lives of the people you are involved with who have disabilities:

1. Where do you go in a day/month/year? How do you get there?

2. What do you have that gives your life value?

3. With whom do you interact in a a day/month? To whom do you turn if you need help?

4. List some of the choices you make in a day/month/year.

5. What do you do that helps you grow and develop?

6. What do you desire for yourself for the future? When you think of your future, what helps you feel secure?

THE DIGNITY OF RISK

What if...
you never got to make a mistake.
your money was always kept in an envelope where you couldn't get it.
you were never given a chance to do well at something.
you were always treated like a child.
your only chance to be with people different from you was with your own family.
the job you did was not useful.
you never got to make a decision.
the only risky thing you could do was to act out.
you couldn't go outside because the last time you went it rained.
you took the wrong bus once and now you can't take another one.
you got into trouble and were sent away and you couldn't come back because they always remember your "trouble".
you worked and got paid $.46 an hour.
you had to wear your winter coat when it rained because it was all you had.
you had no privacy.
you could do part of the grocery shopping but weren't allowed to do any because you weren't able to do all of the shopping.
you spent three hours every day just waiting.
you grew old and never knew adulthood.
you never got a chance.

from CHANGING EXPECTATIONS/PLANNING FOR THE FUTURE: A PARENT ADVOCACY MANUAL, by Dorothy Sauber, published by ARC Minnesota

AREAS ADDRESSED IN TRANSITION PLANNING

1. Where the individual will live.
2. How the individual will travel within the community.
3. What the individual will do for fun and leisure.
4. What personal management skills the individual will need.
5. How the individual will be financially supported.
6. Where the individual will work.
7. How relationships will be developed/maintained with the individual's family and friends.
8. What medical services the individual will need.
9. What types of advocacy and legal services the individual will need.

A DESCRIPTION OF SOME RESOURCES FOR THE ABOVE AREAS IS INCLUDED IN SECTION III OF THIS GUIDE

HOW TO PREPARE FOR A TRANSITION PLANNING MEETING

Here are some things you can do to prepare for your son/daughter's IEP and transition planning meeting.

1. Review what you have written and the information presented in this guide.

2. Review your son/daughter's program plan from last year.

3. Write down any questions you want to ask in the space below and then take notes at the meeting.

4. Write down who you would like to have invited to the meeting and make sure that no one has been left out.

DATE	QUESTIONS, CONCERNS

WORKSHOPS ATTENDED

Sometimes the number of workshops offered seems overwhelming and there is not time to attend any of them. However, if you begin by attending one workshop each year, you will have attained a wealth of information and assistance by the time your son/daughter leaves school. Information about what is offered can be obtained through newsletters from the organizations you belong to and from the school program.

The chart below is for you to list the workshops you have attended. Again, try to set a goal of one meeting per year.

DATE	SUBJECT	OFFERED BY	COMMENTS

TRANSITION PLANNING LOG

Student Name_____

Services Needed Date	Action to take Timeline	Persons Responsible	Review Date

AGENCIES WHICH PROVIDE INFORMATION AND ADVOCACY
TO PERSONS WITH DEVELOPMENTAL DISABILITIES AND THEIR FAMILIES

These agencies provide valuable information and assistance in areas relating to disabilities. It would be to the advantage of every person with a disability, along with their families and the professionals who assist them, to become familiar with and involved in advocacy groups. Assistance can be received by telephone, personal meetings, through the mail, or by attending workshops and other gatherings recommended or offered by the agency. The names of some of the agencies in the Metropolitan area are listed below, along with phone numbers and some of the services provided.

ARC Minnesota (Association for Retarded Citizens)

3225 Lyndale Ave. S.
Mpls, MN 55408
827-5641

The ARC is a national voluntary movement. It aims to ensure full participation in society by persons with mental retardation through promoting a system of support and self sufficiency and advocating for people's rights. Whether a person has mental retardation or another disability, the ARC can help with their needs and can do still more with their help. Parents can meet other parents, learn more about their child's needs, and plan for the future. People can help others understand people with special needs, and can support and improve programs to make life better for everyone.

There are several area chapters of the ARC. Some of these are listed below:

Anoka County ARC 789-2800
4024 Central Ave. N.E. Suite 1, Columbia Heights, MN 55421

Hennepin County ARC 874-6650
2344 Nicollet Ave, #370, Mpls, MN 55404

St. Paul ARC 224-3301
65 E. Kellogg Blvd., St. Paul, MN 55101

ARC Suburban 431-3700
14451 Co. Rd 11, Burnsville, MN 55337

ARC St. Croix Valley 436-5784
P.O. Box 275, Stillwater, MN 55082

EPILEPSY FOUNDATION OF MINNESOTA

672 Transfer Rd.
St. Paul, MN 55114

646-8675

Services include: support groups, information and referral, advocacy, employment assistance, and camp

DEVELOPMENTAL DISABILITIES INFORMATION EXCHANGE

Metropolitan Council
300 Metro Square Bldg.
St. Paul, MN

291-6364

MONTHLY NEWSLETTER INCLUDES:
Legislative update
Program Information
Listings of New Literature
Listings of Resources
Funding Information

LEGAL ADVOCACY FOR DEVELOPMENTALLY DISABLED PERSONS IN MINNESOTA

222 Grain Exchange Bldg
323 4th Ave. S.
Mpls, MN 55415

338-0968, TTD 332-4668

Legal services to persons who are developmentally disabled if the legal problem arises out of the disability.

PACER Center (Parent Advocacy Coalition for Educational Rights)

4826 Chicago Ave.
Mpls, MN 55417

827-2966

WHY CALL PACER? (the following is from PACESETTER, a news magazine by and for parents of children and young people with disabilities)

"Many of PACER's staff members are themselves parents of children with disabilities. We've dealt with school programs, social services and other agencies. We share your need as a parent to understand these systems and try to make them work right for our children whether their disability be a physical handicap, mental retardation, a health impairment, a learning disability, or an emotional disorder. Our parents can share their experiences and knowledge with you - through phone assistance, workshops, or printed materials."

TWIN CITIES SOCIETY FOR CHILDREN AND ADULTS WITH AUTISM, INC.

253 E. 4th St.
St. Paul, MN 55101

228-9074

Individual advocacy help, information and referral, support groups, camp, monthly meetings, newsletter

UNITED CEREBRAL PALSY OF MINNESOTA

Room 233 S.
1821 University Ave.
St. Paul, MN 55104
646-7588

Works to improve quality of life for persons with cerebral palsy.

COUNTY HUMAN SERVICES CASE MANAGER
(Social Worker)

The services provided by a county for persons with developmental disabilities are overseen and guided by "case managers" who administer the total program put into place for each service recipient.

Persons interested in the possibility of receiving county services would contact the intake office of their county's human services department as the first step (see phone numbers listed below).

Case managers can help people with disabilities plan for what they will do when they finish school. They will talk to the student, family, and school staff to find out what the student's goals are and what type of help is needed. Once a plan for the future is put into place, the case manager must continue to ensure that the plans as designed are being followed. The case manager would also observe whether the individual is being served in the least restrictive environment, whether the individual is achieving goals, whether the individual's legal rights are being protected, and if the individual and/or his/her legal representatives are satisfied with the services provided.

Local County Agencies

Ramsey County Community Human Services Department
Adult Mental Retardation Services
160 E. Kellogg St.
St. Paul, MN 55101
298-4430 or 298-5239

Washington County Community Social Services
14900 61st St. N., P.O. Box 30
Stillwater, MN 55082
439-6901

Anoka County Community Health and Social Services
325 E. Main St.
Anoka, MN
422-7125

RESIDENTIAL SERVICES

A residential program is a type of housing other than the individual's natural home, usually designed for persons with similar needs in terms of age, independence, and/or abilities. A residential program should provide a home-like environment with supervision and guidance as needed; afford living experiences appropriate to the functioning level and learning needs of the individual; be located within the mainstream of community life; and provide access to necessary supportive, habilitative programs. The goal of residential programs is to provide access to the highest possible quality of services which a person with developmental disabilities needs, while at the same time permitting and encouraging the person to be as independent as possible.

There are three major factors that will influence what types of service may be available to persons with disabilities. First, some residential services are available only to those who are eligible for medical assistance and county mental retardation services. Secondly, service options are based on the level of care needed. The Family Subsidy program aids families in keeping children with disabilities at home rather than placing them in a residential facility. For those who need some supervision and training to live independently but do not need care 24 hours a day, Semi-Independent Living Services (SILS) may be an option. Community-based waivered services or placement in an Intermediate Care Facility (group home) are options for persons who need 24 hour supervision.

The third factor influencing the type of residential services available is the funding level for the programs. Since programs may not have funding adequate to meet the demand for services, waiting lists are common. It is important to consider residential needs early, and begin planning well before the person is actually ready to move into the community.

FAMILY SUBSIDY PROGRAM

This program provides financial assistance to families to enable them to care for their children with disabilities up to age 22 at home. The Department of Human Services pays eligible families a monthly allowance for certain home care costs such as medical equipment, respite care, transportation and special diets. Eligibility for the program is based on the needs of the family in their ability to provide the necessary level of care in the home. The program is not based on financial need.

SEMI-INDEPENDENT LIVING SERVICES

These services provide intensive support and training to persons with developmental disabilities 18 years of age and over to enable them to learn to live independently in the community or to maintain semi-independence. Persons eligible for SILS do not require daily support services, but are unable to live independently without some training or occasional support. SILS recipients live in their own homes or apartments, in rooming houses or foster homes. They often share living arrangements with other persons who have disabilities. It is helpful to remember that SILS is a type of service, not a specific place to live.

INTERMEDIATE CARE FACILITY (ICF/MR)
group homes

ICF/MR facilities are specially licensed residential settings for persons who require 24 hour care and supervision. In Minnesota, seven Regional Centers (state hospitals) and over 300 group homes are licensed as ICF/MR facilities. The group homes range in size from small 6-person homes to larger institutions. Most of them are small residences serving under 16 people.

WAIVERED SERVICES

This service applies to persons with mental retardation who are presently in ICF/MRs or who are at risk of being placed in ICF/MRs unless the waivered services can be provided to them in a home or community setting. The possible living arrangements are intended to be much less restrictive and isolated from the mainstream world than the traditional ICF/MR settings. The new home or community-based residence could include; a person's own parental home, a foster home, an apartment, or a small group home. It is believed that through providing an array of waivered services to the individual in his/her home or community-based setting, placement in the more restrictive ICF/MR setting can be avoided.

Supported living arrangements (SLA) - These are community-based living arrangements for persons who need 24-hour supervision, training or assistance.

Portions of the above information were collected from PACER, 1986

QUESTIONS FOR EVALUATING RESIDENTIAL PROGRAMS

1. How many people live there?

2. Does the residence have a waiting list? How long is it?

3. What are the entry requirements?

4. What is the monthly cost for service? How much money will I have for personal use? How will my money be monitored?

5. What is the staff to individual ratio per shift?

6. Are there required hours for day programming outside of the residence? What if I have a part time job? What if I work evenings or weekends?

7. Other than room and board, what services does the residence provide?

8. What responsibilities will I have in the upkeep of the home?

9. What community-based and in-house leisure activities will you offer me? Will you match these activities with my skills and preferences? Will I be able to make choices about leisure time activities?

10. Do you encourage family visits?

11. Parents: As you tour a residential site, ask yourself if this would be a place where YOU would enjoy living.

ADULT VOCATIONAL/HABILITATION SERVICES

This section describes potential vocational/habilitation service alternatives available to adults with developmental disabilities who live in the Northeast Metropolitan area. The intent is to provide a sense of the wide range of service programs which are operating in the area. Services span the range of handicaps, community opportunities and resources, and family needs and values. Despite the possible array of service alternatives, the actual availability of any type of service program will vary from county to county.

In order for students/parents/guardians to begin to weigh the pros and cons of a particular service program, they must know about the service options available in their local county and what services each program provides. County case managers are frequently knowledgeable about the service programs in their county. In addition to consultation with county case managers, students/parents/guardians can survey the programs available in their area. Asking each program or service provider a standard set of questions results in the comparative information necessary for informed decision-making.

Application to adult vocational/habilitation services must be made through a county case manager and/or DRS counselor.

PROGRAM OPTIONS

SUPPORTED EMPLOYMENT SERVICES - Supported employment is paid work in regular, integrated work settings (i.e. industry, private business in the community) utilizing individual or group placements where on-going support to sustain employment is provided to individuals with severe disabilities. Supported employment is a place and train approach for individuals who have not traditionally been accepted for vocational rehabilitation services because of their need for on-going support (ie, training in such areas as mobility, communication, job skills, socialization) to obtain and maintain a job. In most cases, a job coach from a DAC or Sheltered Workshop provides the necessary training and support.

DAC - Day Activity Center, or Developmental Achievement Center, or DLC - Developmental Learning Center - County supported adult services for adults with developmental disabilities

SHELTERED WORKSHOP - Minnesota state law defines a sheltered workshop as a "facility where any manufacture or handiwork is carried on and which is operated for the primary purpose of providing remunerative employment to those handicapped persons who, as a result of physical or mental disability, are unable to participate in competitive employment."

Following is a list of adult vocational/habilitation services in the Northeast Metropolitan area.

ANOKA COUNTY DEVELOPMENTAL ACHIEVEMENT CENTER
1141 89th Ave. NE, Blaine, MN 55434
786-5750

CHISAGO COUNTY DAC
P.O. Box 410, Chisago City, MN 55013
612/257-6709

CUSTOM CONTRACTS AND SERVICES, INC.
1410 Energy Park Dr. St. Paul, MN 55108
641-1482

EAST SUBURBAN RESOURCES
8180 S. Belden Blvd., Cottage Grove, MN 55016
459-0076

GOODWILL INDUSTRIES, INC/EASTER SEAL SOCIETY OF MINNESOTA
2543 Como Ave. St. Paul, MN 55108
646-2591

KAPOSIA INC.
179 E. Robie St., St. Paul, MN 55107
227-9291

MERRICK COMPANIES, INC.
1728 Gervais Ave, Maplewood, Mn
770-6200

MIDWAY TRAINING SERVICES, INC
1549 University Ave., St. Paul, MN 55104
641-0709

MIDWEST SPECIAL SERVICES, INC.
900 Ocean St., St. Paul, MN 55106
772-2451

MINNESOTA DIVERSIFIED INDUSTRIES (MDI)
666 Pelham Blvd., St. Paul, MN 55114
646-2711

NORTH SUBURBAN DEVELOPMENTAL ACHIEVEMENT CENTER
2940 Rice St., Little Canada, MN 55117
484-7000

NORTHEAST LEARNING CENTER
255 E. Roselawn, Suite #45, Maplewood, MN 55117
488-6844

OWOBOPTE INDUSTRIES
108 Main St., Vermillion, MN 55085
437-7262

RISE
8406 Sunset Road N.E., Spring Lake Park, MN 55432
781-3114

ST. PAUL REHABILITATION CENTER
319 Eagle St., St. Paul, MN
227-8471

QUESTIONS FOR EVALUATING ADULT VOCATIONAL/HABILITATION SERVICES

This is a list of some of the questions that students, parents, teachers, and advocates might use to evaluate local options. The questions have no right or wrong answers. Responses may well have different importance for different people. The intent is to provide standard questions which will help in the collection of information about the productivity, integration, and independence of participants in various programs.

1. What type of program? Where is it located?

2. What is the total program enrollment? Functional range? Age range?

3. What are the entrance requirements? Is there a waiting list?

4. What is the staff to individual ratio?

5. How many hours of operation per day? How many days per year? Are you willing to commit support for six to eight hours per day?

6. What vocational and non-vocational services are available? How much time do individuals spend in the community? Are you willing to adapt/invent programs to meet individual needs?

7. How many individuals have you placed in supported employment in the community over the last year? How did you decide who to place? What types of jobs do they have? What is the average wage? What are the average number of hours worked per day/week?

8. Are you willing to support an individual who has a job (when he/she enters your program) for the amount of time required by that individual to maintain success?

9. Are you willing to find an individual a job within the community which matches their skills and preferences?

10. What transportation options are you willing to arrange?

11. What is the average wage received by an individual who works within your facility?

DIVISION OF REHABILITATION SERVICES (DRS)

As part of the Department of Jobs and Training, the Division of Rehabilitation Services provides persons with vocationally handicapping disabilities services which will enable them to increase their independence through employment. DRS counselors work in cooperation with educators and other service providers to assist people with handicaps both before and after graduation in preparation for a successful transition to employment. DRS serves as a link between the school and community and can provide an array of services based upon the individual's specific vocational and rehabilitation needs. DRS makes extensive use of existing community resources so that unique and individualized planning and accommodations can be made.

In most cases, a DRS counselor will attend an IEP meeting for a student who has two years left of school. The counselor will then begin to work as a member of the student's team to plan for post-school employment and support. Services provided by DRS are time-limited, which means that they can assist in providing initial job training, but cannot continue support over an extended period of time. Long-term support can be provided by planning and negotiating together with an individual's county case manager and adult vocational/habilitation service provider.

For additional information about DRS, or to find the DRS office nearest you, call 296-5616.

GUARDIANSHIP/CONSERVATORSHIP

The legal age of majority for persons in the State of Minnesota is 18 years. When ANY person reaches the age of 18, their parents no longer have ANY legal right or authority to make critical decisions for them. Regardless of how competent a person is to make critical decisions, the law states that when a person reaches legal age, they are the only one who can make decisions related to their finances, medical care, food, shelter, clothing, education, safety, etc.

This creates a special concern for the families of persons with disabilities. However, the State of Minnesota has recognized the fact that there are some individuals who are incompetent or unable to handle their own affairs. Consequently, GUARDIANSHIP or CONSERVATORSHIP can be established to allow for the protection of the personal and/or financial affairs of those individuals.

The following definitions of GUARDIANSHIP and CONSERVATORSHIP are from ARC Minnesota:

GUARDIANSHIP is the broadest, most encompassing type of protection a person can have and the most limiting of a person's rights. An individual under guardianship is presumed to be legally incompetent. The individual loses the authority to make decisions, such as where he or she will live, how to spend his or her money, or in what kind of program he or she should participate. A person under guardianship also loses his or her civil rights, such as the right to vote or marry. Because it so severely limits a person's right to make decisions, guardianship should be used only for people who cannot make any legal decisions for themselves.

CONSERVATORSHIP is a form of limited guardianship. While guardianship is a total limitation of a person's right to make decisions, conservatorship is a limitation of only some of those rights. Conservatorship does not involve a finding of legal incompetence and allows individuals to retain some of their civil rights, such as the right to vote.

The important fact to recognize about GUARDIANSHIP or CONSERVATORSHIP is that it is not a role that one can simply assume. On the contrary, the only way that guardianship or conservatorship can be established is through a legal proceeding in probate court. The State Statutes relating to guardianship are very complex and it may be somewhat difficult for an individual to proceed without the assistance of an attorney.

For additional information on the subject of guardianship, contact your County Attorney's referral service.

Ramsey County: 224-1775
Washington County: 777-6878

You may also wish to contact the St. Paul ARC's Legal Advocate at: 224-3301

RECREATION AND LEISURE

As opportunities for recreation and leisure are investigated, individuals with developmental disabilities could be assisted in collecting the following information about each alternative:

1. Will the activity/program occur regularly? An optimal leisure plan would include a balance of ongoing and one-time-only activities.

2. How much will the activity/program cost?

3. How will the individual get to the activity?

4. Is the activity appropriate to the individual's age? Leisure activities which highlight the differences between handicapped and non-handicapped peers will only serve to isolate them within the community.

5. Is the activity integrated? Concentrating on "handicapped only" activities unnecessarily excludes individuals from many leisure opportunities and prevents interaction with the non-handicapped community.

6. Does the activity/service expand leisure options? Each of us have favorite leisure activities that we do regularly. We discovered these activities by sampling what was available and by learning how to do them well enough to determine if we really like them. Opportunities to grow and sample a variety of alternatives is a critical element in a high quality of life.

7. Does the individual need/want to have someone supervise/ accompany him/her while participating in the activity?

Once the leisure activities available within a community have been examined, options must be weighed and selected to ensure continuous and growing experiences. The value that individuals with disabilities attach to each of the questions above will depend on their interests, residential situation, and accessibility.

Following is a list of some recreation options and resources in the Twin Cities Area:

ARC (ASSOCIATION FOR RETARDED CITIZENS)

Local chapters often offer classes, activities, and friends to members. Call 827-5641 for membership information.

BOWLING

There are bowling alleys in nearly every town. A person could be part of a regular league, or a team of people with disabilities could join a league and be assisted by someone in the league. Some areas have bowling leagues developed specifically for people with disabilities.

CAMPS

There are many camps which people with developmental disabilities can attend in Minnesota. Some of these camps are segregated - for disabled people only and some are integrated - for everyone. Following is a list and brief description of some of these camps.

Camp Buckskin 612/536-9749
Ely, MN
Offers two 32-day sessions for children who have special needs.

Camp Confidence 218/828-2344
Brainerd, Mn
Year-round programs of outdoor education and therapeutic recreation for persons with mental retardation of all ages.

Camp Eden Wood 612/874-6650
Minneapolis, MN
Summer resident camping programs for children and adults, off-site camping and resort trips for adults, and family weekend retreats are provided. Weekend and holiday camping offered various times throughout the year. For people of all intellectual levels, who may be mentally retarded and/or physically disabled.

Camp Friendship 612/274-8376
Annandale, MN
Outdoor recreation camping experiences for individuals with mental retardation and/or other developmental disabilities.

Camp Winnebago 507/724-2351
Caledonia, MN
Camp for mentally and physically handicapped children and adults.

Search Beyond Adventures, Inc. 612/340-9979
Minneapolis, MN
For children and adults. Year around travel opportunities to enhance enjoyment,knowledge and appreciation of the outdoor environment.

Wilderness Inquiry II 612/379-3858
Minneapolis, MN
Children 12+ and adults. Year around wilderness experiences for persons with or without handicaps. Experienced travel guides accompany each group. An attendant may accompany a person who normally requires assistance free of charge for their first tour experience.

Camp Knutson 218/829-7126
Brainerd, MN
For children and adults. Serves groups of children and adults with special needs, including persons with mental retardation. Campers are admitted only if they are members of a group or agency.

Camp New Hope 218/426-3560
McGregor, MN
For people with developmental and multiple disabilities of all ages and ability levels. Persons with special dietary needs and individualized health-care and safety needs are provided for..

Off the Beaten Path, Inc. 507/ 334-2362.
Fairbault, MN
Serves developmentally disabled, ambulant adults. Offers camping trips and hotel vacations to destinations such as Wisconsin Dells, Duluth, Tennessee, Florida, Colorado and Black Hills. Travel guides and experienced staff provided.

Tours Exceptionale, Inc. 612/ 448-5538
Chaska, MN
Travel tours for adults with mental retardation to destinations such as California, Nashville, Wisconsin Dells and Hawaii.

Lutheran Camp Board 612/871-8324
Minneapolis, MN
Offers a variety of camp experiences for all children and adults as well as families.

United Methodist Camps 612/870-3650
Minneapolis, MN
Offers a variety of day camps and resident camps for all children and adults including special interest camps and family weekends, as well as week-long family camps.

Voyageur Outward Bound School 612/542-9255
Minnetonka, MN
Offers safe adventure programs to wilderness areas such as the Boundary Waters, the Rocky Mountains or Rio Grande River to people from 14 years to 70 years old.

Minnesota Outward Bound School 612/ 473-5476
Long Lake, MN
Programs which give people a chance to learn about themselves through the outdoors. For adults age 18 or older.

COURAGE CENTER

Call the center to find out about many programs for people who like sports, camping or other activities.

Courage Center
3915 Golden Valley Road
Golden Valley, MN 55422
612/ 588-0811

HORSEBACK RIDING

Cloud 9
Therapeutic Horsemanship, Inc
3209 18th Ave. S. Mpls, MN 55407
612/ 724-7296

We Can Ride
2611 Cedar Ave.
Mpls, MN 55407
612/ 724-7296

TEAM (Therapeutic Equestrian Association of Minnesota)
6150 202nd St. N.
Forest lake MN 55025
612/464-8270

LIBRARIES and VIDEO RENTAL SHOPS

There are many ways to spend time at a local library without reading books. Some libraries have listening rooms where a person or small group can listen to records or tapes or watch movies. There are also many popular magazines and picture books to look at. Browsing through a video rental shop and choosing tapes to take home and watch on a VCR is also a good way to relax and pass time.

MINNESOTA ASSOCIATION FOR ADAPTED ATHLETICS

This organization was established to promote interscolastic athletic opportunities for junior and senior high school age students with physical disabilities. Student athletes compete co-educationally in indoor soccer in the fall, indoor hockey in the winter and indoor softball in the spring. Eligibility for participation in the league requires that students be enrolled in school, grades 7 though graduation.
Contact: Board of Directors,
Minnesota Assoc. for Adapted Athletics
Courage Center, MPLS, 612/588-0811

MINNESOTA STATE COUNCIL FOR THE HANDICAPPED

208 Metro. Square Bldg.
7th and Robert St.
St. Paul, MN 55101
296-6785

list of recreational and leisure activity programs available for persons with disabilities

PALS

St. Matthew's Lutheran Church
4101 Washington St. N.E.
Columbia Heights, MN 55421
788-9427

PALS is a club made up of young people with developmental disabilities age 16 and above. Anyone is welcome to attend weekly activities.

PEOPLE FIRST CENTRAL

2344 Nicollet Ave. S. #370
Minneapolis, 55404
874-6650

Advocate meetings for people living in SILS type programs. A chance to meet people.

PHYSICAL FITNESS CENTERS

There are many physical fitness centers in the Twin Cities. Persons with disabilities can use the facilities to run/walk, swim, attend exercise classes, or relax in a sauna or whirlpool. People can also stay in shape by running/walking near their homes or at a local park, or by exercising to a television video.

YMCA - check the phone book for nearest location

Jewish Community Center of St. Paul
1375 St. Paul Ave. 698-0751
Children with disabilities are invited to participate in regular integrated programs at the JCC. The goals are to promote social interaction, leisure education, and normalization in the community.

PLACES TO VISIT

There are many interesting places to visit in the Twin Cities. Some of these include:

The Minneapolis Institute of Arts 870-3046
The James Ford Bell Museum of Natural History 624-1852
The Landmark Center 292-3272
The Minneapolis Planetarium 372-6644
The Minnesota Zoo 432-9010
Como Park Zoo 488-5572
Science Museum of Minnesota 221-9454
The Omni Theatre 221-9400
Valleyfair Amusement Park 445-7600
Walker Art Center 375-7600
Guthrie Theatre 377-2444

ST. PAUL ADAPTIVE RECREATION
17 W. 4th St. 298-5500

Adaptive recreation is a comprehensive recreation program that provides leisure time activities to individuals who are mentally and/or physically handicapped on a year-round basis. Programs consist of educational, cultural and social activities which are outlined in a bimonthly newsletter. Our ultimate goal is to integrate participants into appropriate community based recreation programs.

SPECTATOR EVENTS

There are an endless number of spectator events that persons with disabilities can attend. These range from movies to concerts, plays, and sporting events. Consider the age and interest of the individual and allow them to have some choice in what they will attend. For supervision, family members or friends could take turns accompanying the person and a couple of friends.

VINLAND NATIONAL CENTER

Programs in physical fitness, sports, and workshops to teach people how to use their free time.

Vinland National Center
Lake Independence
Loretto, MN 55357
612/ 479-3555

RESPITE CARE

Everyone needs some time off from daily routine. This is especially true for persons with disabilities, their families and other persons who assist them. Information on Respite Care can be obtained through your county human services case manager (social worker). There are a variety of respite care services available in the Metro Area. These include the following:

BAR NONE
22426 N.W. St. Francis Blvd. Anoka, MN
In-home respite for ages 2-18. Contract through Ramsey County Human Services: 293-4381

BROWN HOUSE
11839 Xeon Blvd. Coon Rapids, MN
Out-of-home respite for one person to age 18 with intensive needs. Call 755-4856

BRYANT & SUMMIT AVENUE RESIDENCES
1120 Bryant Ave South St. Paul
One bed for person 18 years or older. Call 451-1344

DAKOTA'S CHILDREN, INC.
400 W. Marie, W. St. Paul, MN
Out-of-home respite for children ages birth to 21 years old who have severe disabilities. Call 455-1286

HOMEWARD BOUND
4741 Zealand Ave N. New Hope, MN
Out-of-home respite for children ages birth to 21 years old. Call 535-6171

MINNEAPOLIS CHILDREN'S HEALTH CENTER - RESPITE CARE PROGRAM FOR AUTISTIC AND OTHER EXCEPTIONAL CHILDREN
2525 Chicago Ave. Mpls, MN
In-home respite for persons ages birth to 21 with communication and interaction disorders including autism. Call 729-6001

MURIEL HUMPHREY RESIDENCES
8751 Preserve Blvd. Eden Prairie, MN
One space is available for an adult female. Call 941-5361

NORTHEAST RESPITE CARE PROGRAM
1995 Oak Knoll, White Bear Lake, MN
Out-of home respite for six persons ages 6 and up. Call 426-4036

PEOPLE'S CHILD CARE RESIDENCE
1611 Ames Ave. St. Paul, MN
Space may be available for one person age birth to age 21. Call 774-5940

PHOENIX RESIDENCE
135 E. Colorado, W. St. Paul, MN
Three spaces available for persons over age 18, out-of-home
Call 227-7655

TWIN CITIES SOCIETY FOR CHILDREN AND ADULTS WITH AUTISM
253 E. 4th St. St. Paul, MN
In-home respite available. Call 228-9074

Recreation programs can be a fun approach to respite.
A 20-day day camp in August is sponsored by Alternatives for People with Autism. Bus service is available. Integrated activities take place at a South Minneapolis park.
Call 560-5330.

The Good Shepard Home, located in North Oaks, is offering respite services for women ages 18 and over who are care-takers of persons with mental retardation. Call 484-0221.

SELECTIVE SERVICE REGISTRATION

ALL 18 year old men are required to register with Selective Service. Here are the facts:

WHY: Selective Service registration is the law. It's the country's way of keeping a list of names in the event of a national emergency. Registration is also required to be eligible for job training benefits and federal employment.

HOW: By filling out a simple registration form that asks only for your name, address, telephone number, Social Security number and date of birth. Hand the card to the postal clerk, show some identification and sign the card.

WHERE: At any U.S. Post Office

WHEN: Within a month of your 18th birthday.

WHO: The law says that EVERY 18 year old man must register. Since registration is not a draft, there is no need to classify people as disqualified, etc. If there is ever a draft again, a national lottery would be held and men would be selected according to the birth dates drawn. To make the system completely fair, everyone is required to register.

SOCIAL SECURITY NUMBER

A Social Security Number is now required for any child who is five years of age or older and who is claimed as a dependent on Federal Income Tax returns.

According to the Social Security Administration, there are specific reasons why a person needs a Social Security Number. The number is required on savings accounts and other financial arrangements where there is a need to report interest earned to the Federal Government. Employment situations and application for Social Security benefits are other reasons.

To obtain further information on the need for a Social Security number or to obtain an application form, call the Social Security Administration at 827-1533. A number can be obtained through the mail for any person under the age of 18. A personal interview is required for any person who is 18 years of age or older before a number can be obtained.

SSI (SUPPLEMENTAL SECURITY INCOME)

CALL THE SOCIAL SECURITY ADMINISTRATION FOR INFORMATION: 872-1533

As people with disabilities approach the end of their secondary school years and the beginning of adult life, they, and their families, become concerned about how their economic and medical needs will be taken care of in the future.

At the age of 18 parents' income is no longer considered when determining the eligibility of a son or daughter with disabilities for various assistance programs. At this point, there may be a need for some kind of supplemental income.

One type of financial assistance program which many persons with disabilities might qualify for as they reach adult life is called SUPPLEMENTAL SECURITY INCOME (SSI). Though SSI is run by Social Security, it is financed through the federal government's "general revenue" funds, not by the Social Security taxes that employees and their employers pay. Therefore, an individual does not have to have worked and paid into Social Security to be eligible for SSI payments.

During the intake process for SSI, an individual's entire earning and resource picture would be analyzed. Because of the complexity of the many factors affecting eligibility, each potential recipient will need to talk individually with an SSA claims representative before deciding for sure if s/he would qualify.

To have qualified for SSI means that one's financial situation also makes him/her eligible for MA (Medical Assistance) in Minnesota. In addition to paying for medical needs, MA is often used for an individual's care in a licensed and qualified group home or for such needs as attendant care.

If an SSI recipient is employed, there are special rules. The recipient may be able to continue to get some money from SSI while working. As more money is earned, SSI checks are reduced. Even if SSI checks stop, the recipient may still be able to keep Medical Assistance coverage.

SSI applicants must be able to supply the following information:

- Social Security card or number.
- Birth certificate or the oldest proof of the applicant's age.
- Residential information, such as mortgage and a record of property taxes, or lease and landlord's name, and the cost of food and utilities.
- Payroll slips, copies of tax returns, bank books, insurance policies, car registration, burial fund records, and other information about income and resources.
- Medical records about the disability.

(Information from PACER, 1987, and the Social Security Administration)

TRANSPORTATION

Adults with disabilities will have to deal with the logistical and financial issues related to transportation. Once students leave school, they no longer have access to the daily "school bus" and must find alternative means of transportation to their places of employment and other community activities. Consistent with the theme of preparing students to function effectively in their communities, public transportation would be most appropriate if available.

Whenever possible, work sites for students who do not drive should be within walking distance or along major bus lines. All feasible modes of transportation to and from work should be considered. Possible modes of transportation include:

a. pedestrian travel
b. city buses
c. private vehicles (relative/neighbors/friends, fellow business employees, car-pool)
d. taxi cab
e. special buses/cab services (Metro Mobility etc)
f. transportation provided by vocational/habilitation service provider

Assessment of possible modes of transportation to and from work should consider:

a. availability of particular services
b. cost
c. travel time
d. opportunity to maximize independence and normalization while ensuring safety

The Metropolitan Center for Independent Living recently completed a study of issues relating to independent living in Minnesota. Transportation services for the handicapped were among the issues studied. The report, Living Independently in Minnesota, 1986, is available from The Metropolitan Center for Independent Living, 646-8342.

Some of the companies which provide transportation to people with disabilities in the Metro. area are listed below. These companies may or may not serve people who have developmental disabilities but are not physically disabled.

METRO MOBILITY
560 6th Ave. N.
Minneapolis, MN 55411-4398
349-7480

Metro Mobility is a demand responsive door-to-door service for individuals who, because of a disability, are unable to use regular MTC mainline bus service. Metro Mobility consists of ten service providers.

Eligibility: 1. Inability to maneuver oneself 1/4 mile or more. 2. Inability to go up or down the steps of a mainline bus. 3. Inability to wait outdoors for 10 or more minutes. 4. Inability to use or learn to use the mainline bus service due to a mental impairment or learning disability.

Intake procedure: Call Metro Mobility and request an application for certification. Complete application and allow 4-6 weeks for processing. A physician or physical therapist will need to complete one page of the application.

MOVIN' ON
7109 Hartkopf Lane
Brooklyn Par, MN 55428
560-8918

Movin' On is a service offering transportation for handicapped individuals. It owns a fleet of new, phone/pager equipped vans.

CARE VAN
427-0410
(serves the Anoka area)

HANDICABS, INC
1068 N. 5th St.
Mpls, MN
332-3323
(No limit to area served)

HANDICAPPED TRANSPORTATION SYSTEM
P.O. Box 281
S. St. Paul, MN 55075
227-6680
(serves Mpls, St. Paul, and suburbs)

KARE KABS
1746 Terrance Dr.
Roseville, MN
633-2112

GLOSSARY OF TERMS

ADVOCATE - A person who pleads another's cause, a person who speaks or writes in support of something.

ASSESSMENT - Method of measuring an individual's strengths and weaknesses.

CLIENT - A person using the services of an agency.

CHRONOLOGICAL AGE APPROPRIATE - Activities are appropriate to the chronological age of an individual.

COLLABORATION - Refers to working cooperatively with others to achieve common goals.

COMMUNITY INTEGRATION - A movement to provide persons with disabilities a more normalized life-style with an emphasis on using community settings and interacting with non-disabled persons.

COMPETITIVE EMPLOYMENT - Work that produces valued goods or services at a minimum wage or more, and in a setting that includes nonhandicapped workers and provides opportunities for advancement.

COUNTY CASE MANAGER - Social worker assigned to assist in the coordination of services for persons with disabilities.

DAC - Day Activity Center, or Developmental Achievement Center, or DLC - Developmental Learning Center - County supported vocational programs for adults with developmental disabilities.

DRS - Division of Rehabilitation Services - State agency responsible for providing vocational rehabilitation services to persons with vocationally-handicapping disabilities so that they increase their independence through employment.

ENCLAVE - Small group of individuals with disabilities who work together at a business in the community.

FUNCTIONAL - Tasks and activities are relevant to daily life and use real materials.

GUARDIANSHIP - Court-approved legal relationship between a competent adult (guardian) and a minor child or handicapped adult (ward) which gives to the guardian the duty and right to act on behalf of the ward in making decisions affecting his/her life.

HABILITATION - The process of providing specific learning experiences for individuals with disabilities.

I.E.P. - Individualized Education Plan. It is the written individual statement developed by a team, to guarantee delivery of appropriate services for all students eligible for special education services.

INTEGRATION - Frequent social interaction with non-disabled persons who are not paid caregivers in environments throughout the community.

JTPA - Job Training Partnership Act - Purpose is to establish programs to prepare youth and unskilled adults for entry into the labor force, and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

MEANINGFUL WORK - Work that is of interest and value to the individual, but also is considered to be valued and essential to the non-disabled workers and necessary to over-all operation of the work setting.

SHELTERED EMPLOYMENT - Receiving subsidized wages or working for less than minimum wage, with handicapped coworkers at a job that provides limited advancement to competitive work settings and that is organized primarily for therapeutic habilitation or sheltered production. Minnesota state law defines a "sheltered workshop" as a "facility where any manufacture or handiwork is carried on and which is operated for the primary purpose of providing remunerative employment to those handicapped persons who, as a result of physical or mental disability, are unable to participate in competitive employment."

SUPPORTED WORK - An employment program combined with on-the-job training concepts. Paid employment meant to take place in private sector for-profit business. An employer/employee relationship is established between the employer and handicapped individual.

TJTC - Targeted Jobs Tax Credit - An elective income tax credit that can be applied to the wages private employers pay to certain groups of employees.

WORK EXPERIENCE COORDINATOR - Educator who is licensed to set up and monitor community based vocational environments for students.

WORK TRAINER or JOB COACH - Person who is hired to provide training and support to an individual at a job or vocational training site